

# Newton Abbot College

## DSEN Annual Information Report: 2021-2022

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School Offer link: <https://www.nacollege.devon.sch.uk/assets/uploads/pdf/NAC-DSEN-School-Offer-converted.pdf>

### **Whole College Approach to Teaching and Learning:**

- ✓ High quality Teaching and Learning – all teachers were responsible for the learning and progress of every learner in their class, including those with DSEN
- ✓ An inclusive and differentiated approach to enable learners, including those with DSEN, to engage with all aspects of college life
- ✓ Refer to Teaching and Learning Policy

### **Our Graduated Response for Learners:**

- ✓ Continual monitoring of the quality of Teaching and Learning
- ✓ Identifying and tracking the progress of learners who required support to 'close the gap' through the work of the Raising Achievement Leaders, Subject Team Leaders and the DSEN team
- ✓ Identification of learners who required DSEN support and initiation of "assess, plan, do, review" cycle
- ✓ Use of the Education, Health and Care Plan (EHCP) route to ensure provision is in place throughout KS3, KS4 and KS5
- ✓ Use of Interim Review process where necessary
- ✓ Engagement with outside agencies in terms of advice and for additional monitoring and quality control purposes
- ✓ All learners identified as requiring DSEN support, or with an EHCP, were on our 'Record of Need' list (RON) or, if the DSEN support was short-term, were placed 'On Alert': both lists were reviewed every term and parents kept informed of changes
- ✓ Many learners, including those on the RON, had a Student Passport to support teachers in the classroom: Student Passports were also regularly reviewed for quality purposes (particularly Key Stage 3 Passports) although we are generally reticent to 'remove' strategies and advice from Student Passports as this can negate the student's DSEN learning journey and needs can re-surface
- ✓ On-going support for those isolating at home ref Covid

### **How we identified learners who needed additional and/ or different provision:**

- ✓ Teacher/ staff referrals were made to the DSEN team in the first instance and referrals were usually followed by completion of the 'Quick Checker' form. Decisions to refer students for further external assessment, or for college-based intervention, were based on: classroom observation, curriculum assessment results, data or after a period of longer-term tracking
- ✓ Data analysis from intervention work and screeners
- ✓ Parent/ guardian requests (or requests made on behalf of the parent/ guardian)
- ✓ Whole college data analysis
- ✓ DSEN staff analysis of need based on intervention, internal assessments and screeners and in-class support monitoring and feedback
- ✓ Assessments by specialists, including those from external agencies

We took a holistic approach to all aspects of learner development and well-being. Our pastoral arrangements for supporting the emotional and social development of all learners, including those with DSEN, is set out in our 'School Offer'. Measures to prevent bullying can be seen in our 'Anti-Bullying Policy'.

**How we listened to the views of our learners and their parents/ guardians:**

<b><u>What was the 'listening' context?</u></b>	<b><u>Who was 'listening' (this list is not exhaustive)?</u></b>	<b><u>When did we 'listen'?</u></b>
Virtual and face-to-face Specialist and Advisory Teacher feedback meetings	Specialist/ Advisory teachers, DSEN team	As required
Transition: admission meetings, tours and phone/email enquiries	DSEN team, Raising Achievement Leaders, previous school representatives, County Council representatives, teachers	On or before transition to Newton Abbot College
Attendance meetings	Education Welfare Officer, Pastoral team, DSEN team	As required
EHCP Annual Review meetings	DSEN team, (and, if appropriate) CSW representative, Educational Psychologist, 0-25 team, Advisory teachers, parent representatives, Pastoral team	Yearly
Interim EHCP Review meetings	As above	As required
Additional DSEN meetings/ TAC's	As above	As required
CiC PEP meetings	SENCo, County Council representatives, Social Care	Termly
TAF/ Early Help meetings and Child Protection meetings	Various inc: Pastoral team, DSEN team, County Council Inclusion team, Social Care, Health	As required/ 4-6 weekly
Tutor/ Pastoral team meetings, SIM and internal communication	Tutor and/ or Pastoral team	As required SIM- weekly
Subject Teacher evenings	Teachers	Yearly
Transition events: inc phase transfers and key stage transfers	Senior Leaders, core subject Heads of Dept and Raising Standards Leaders, teachers	Yearly dependent on year group

DSEN student panel for some ALC interviews	DSEN students (students on the RON)	Typically, several times a year
Assess, Plan, Do, Review meetings	DSEN team	As required
Informal discussions- inc: Student Voice meetings to inform updated Student Passports	DSEN team	As required

### **The 'Assess, Plan, Do, Review' Cycle:**

For learners on our RON, an Assess, Plan, Do, Review cycle was established by: assessing the apparent needs of the learner; considering resources available to support that learner including 'when', 'what' and 'who'; establishing a timeframe for that support and evaluating the impact of the support over time. We worked hard to ensure learners engaged with the support on offer along with the parents and class teachers- relationships are key. Our Assess, Plan, Do, Review cycle was adapted to the needs of the student and not to a 'one size fits all' approach- in this way, decisions to change intervention, or secure external support, or to adapt the college environment to the needs of the student, within what is reasonable, was timely.

Full details of our 'School Offer' can be found through the link at the top of this document. However, this year, provision made for learners on our RON, across all four areas of need, has included: DSEN Homework Club; Homework Club; Assistant Learning Coach support in a range of lessons; monitoring and support at break times in our DSEN Hub; and individual timetables and transition programmes. A small number of students accessed external educational support through a range of alternative provision as a result of being unable to access the college site. Additionally, provision has included:

- ✓ Communication and Interaction – warning of change; social skills groups; Inclusion support (including: Social Stories and anger management); smaller social space; comprehensive visual resources; Assistant Learning Coach (ALC) support; Speech and Language 'Language Link' screener; small group Receptive Language intervention, ASD Specialist Practitioner, Sensory Space
- ✓ Cognition and Learning – ALC in-class support at KS3 and KS4; differentiated resources; small group Literacy intervention including: reading, writing, pre-teaching, spelling; Dyslexia screening; small group Numeracy intervention including: Dyscalculia screening; ICT training
- ✓ Sensory and/or Physical Needs – handwriting support and Touch-Typing; ALC support in PE and Technology; Inclusion support including: short and long term reduced timetables and SEMH support; Pass Out of class; escorting; personal lockers; assistive technology; laptops and Chromebooks; specialist medical and visual/ hearing impairment training and support
- ✓ Social, Emotional and Mental Health – Inclusion support for social time; behaviour contracts; Protected Learning Room; CBT style support; Counselling referral; Youth Worker referral and Young Carers provision; Risk Assessments; dedicated Early Help practitioner; and RCADS referrals; WAVE referrals; Relational Support approaches

By the end of the academic year 2021/22, we had 187 learners receiving DSEN support (this was reviewed termly) on the RON including 63 with an EHCP and 124 on 'K' support (of which 4 students had EHCPs pending): approximately 14% of learners were on the RON. Additionally, we had an 'On Alert' register of learners who required short-term support and close monitoring.

We monitored the quality of this provision through: weekly DSEN meetings; weekly SIM meetings (Student Intervention meetings); DSEN team meetings; Annual and Interim EHCP review meetings; CPD; advice and training from outside agencies including Educational Psychology; intervention formative assessment outcomes; college tracking systems; MER (Monitoring, Evaluation and Review) processes; teacher, parent and learner voice and external provider reports.

We measured the impact of this provision through: target setting and review; data analysis including whole college data tracking as well as Inclusion data analysis; Annual and Interim EHCP review meetings; Intervention/DSEN data analysis; external provider reports; improved student independence and engagement in Universal Provision (as well as improved attendance to specific lessons); attendance data and reduced communication and social interaction challenges.

For some learners, such as those with an Autism diagnosis or traits, academic data analysis was not always a helpful measure of the impact of the provision they received. Often, engagement in a club; the creation and maintenance of a positive friendship group; reduced anxiety and reduced negative peer interactions were a more helpful measure and often this kind of 'soft' data analysis linked directly to the learner's EHCP (where an EHCP was in place). For many of our DSEN students, Covid-19 was, in fact, a positive experience and many parents reported that their children were more engaged with learning from the comfort of their own home- returning after a long period of home-based learning, was a challenge for some. However, for those in college, we saw the development of stronger and, sometimes, unexpected friendships as a result of much smaller numbers of students on site- making the return to 'normal' more comfortable.

At the end of Lockdown 3, we undertook a full review of our provision and published, in the previous DSEN Information Report (available on request), our SWOT findings. We used a range of parent, student and staff voice to help us with this and this highlighted longer-term challenges around Maths and Speech and Language needs. As a result, we strengthened our Maths intervention, increased the size of our DSEN team and further developed the range of our Speech and Language screener and invested in more staff able to deliver Receptive Language intervention.

#### **Assistant Learning Coach (ALC) Deployment:**

ALCs were deployed in a number of ways:

- ✓ In-class support
- ✓ Small group intervention including for reading, handwriting, spelling and numeracy
- ✓ 1:1 intervention including 'pre-teaching', literacy and numeracy
- ✓ 1:1 and small group intervention and support for communication and interaction needs
- ✓ 1:1 CBT style intervention and support for Speech and Language needs
- ✓ 1:1 intervention for EAL needs
- ✓ Personalised GCSE support
- ✓ DSEN Homework Club
- ✓ 'Alternative Curriculum' support to increase 'staff to student' ratios including CoPE course
- ✓ Emotional Literacy intervention
- ✓ Sensory Space

- ✓ Break Time 'safe spaces' with an additional 'Games Room' developed for our youngest DSEN students allowing a much quieter 'safe space' for older students

Additionally, our SENCO qualified as an Exams Access Arrangements Assessor.

Further support offered through the Inclusion and Pastoral teams:

- ✓ Anger management and social time support
- ✓ Relational Support approaches- particularly for CiC
- ✓ Restorative work/ 'peer to peer' support
- ✓ Anti-Bullying support
- ✓ 'Early Help' process and applications
- ✓ Supported learning for those on reduced timetables and for those with self-referral
- ✓ External Counselling and Youth Workers
- ✓ Young Carers group

We monitored the quality and impact of this support through: weekly DSEN meetings; weekly SIM meetings (Student Intervention meetings); DSEN team meetings; Annual and Interim EHCP review meetings; CPD and advice and training from outside agencies including Educational Psychology. Additionally, quality and impact was monitored through: teacher, parent and learner voice; target setting and review; data analysis including whole college data tracking as well as Inclusion data analysis; Intervention/DSEN data analysis; improved student independence and engagement in Universal Provision as well as improved attendance and reduced communication and social interaction challenges. For some learners, such as those with an Autism diagnosis or traits, 'soft' data analysis is also used (see above 'Assess, Plan, Do, Review' cycle).

#### **Distribution of Funds for DSEN:**

DSEN funding was allocated in the following ways:

- ✓ DSEN staffing and new recruitment
- ✓ External Services including Communication and Interaction team, Educational Psychology, SEMH/ Behaviour Advisory Teacher team, Chances, Academy 21 and other external alternative educational providers (this year, including SWIS)

Teaching and Learning resources including specialist equipment, laptops and Chromebooks

- ✓ Inclusion provision
- ✓ Staff training

#### **Continuing Professional Development of DSEN team:**

The DSEN team were boosted by a number of new Assistant Learning Coaches with a range of expertise in areas relating to Youth Work, health and teaching and learning. Professional development continued in key areas such as Speech and Language, hearing impairment and neuro-diversity awareness.

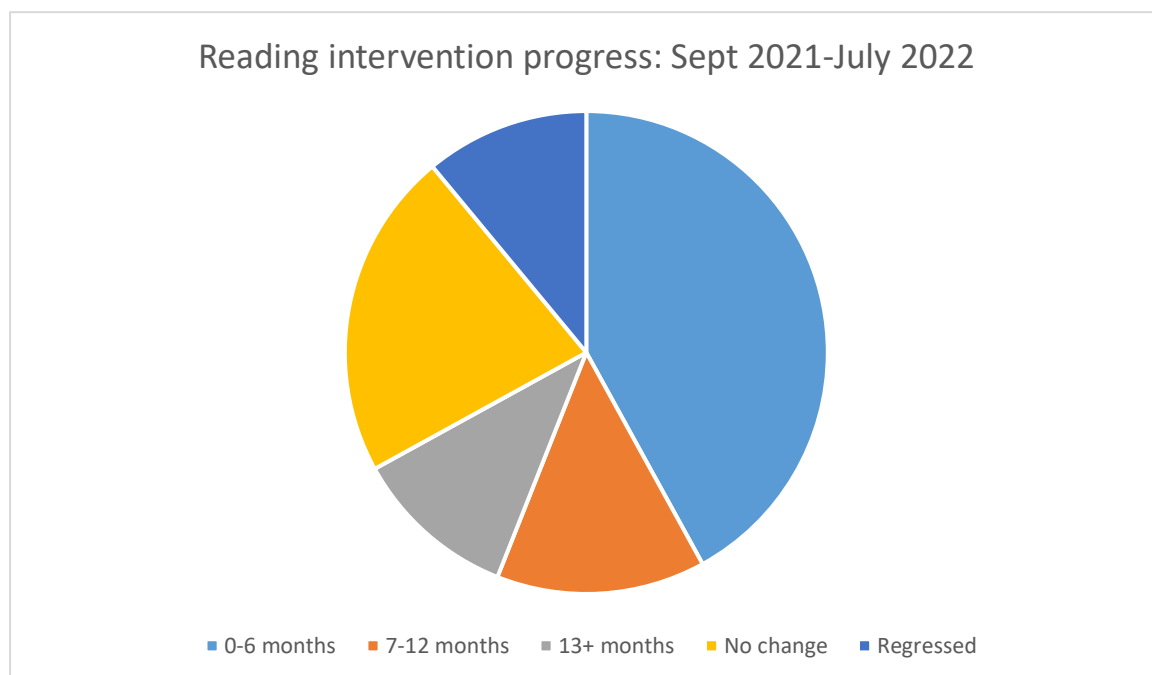
Whole staff training included: Safeguarding and Radicalisation; regular Quality First Teaching development; health and safety; and understanding our responsibilities under the Equality Act. Class Charts launched successfully last year and has helped to revolutionise the way in which the college, our students and our parents can track progress and ensure rewards are timely and have greater effect. The DSEN team continued to offer exceptional literacy and numeracy intervention programmes as well as KS4 pre-teaching interventions for English and Maths.

We monitored the impact of this training through: DSEN team meetings and ALC feedback leading to alterations to Student Passports and feedforward to teachers and Subject Team Leaders (as well as through a range of other review processes including Annual Reviews and through whole staff monitoring processes such as through staff sampling with regard to Safeguarding). DSEN and Inclusion staff were able to monitor homework success and engagement through routine, whole college reporting and progress tracking systems; and DSEN tracking systems.

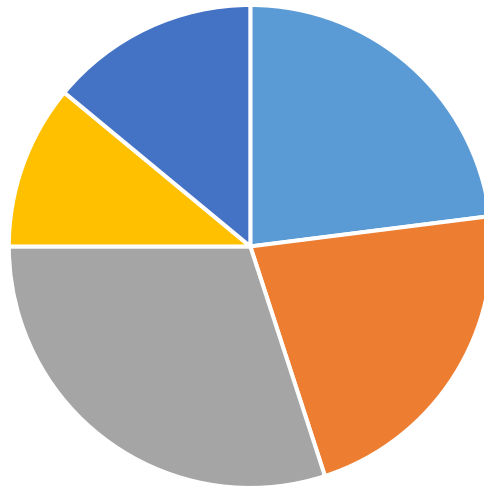
The DSEN team were able to intervene, working alongside the KS3, KS4 and KS5 Raising Achievement Leaders, to improve homework completion and confidence. Our ALC Maths Specialist's 'Do Now' tasks continue to be routinely used across the subject, in Year 7, to identify gaps in knowledge and in order to inform intervention needs. Newton Abbot College enjoys an incredibly strong reputation for DSEN provision in the community- a reputation we continue to be proud to have achieved.

**Impact of Intervention:**

The DSEN team were determined to return to 'normal' intervention programmes after the continued significant disruption of Lockdown 3. We were able to resume Reading, Spelling, Numeracy, Emotional Literacy, Social Skills, Speech and Language and Academic Mentoring intervention. Alongside programmes such as Secondary Language Link and Dyscalculia screening and numeracy intervention materials, we continued to offer Reading Recovery and some highly bespoke support arrangements: including AM transition spaces and highly personalised interventions. We were particularly pleased with the outcomes from Spelling intervention through academic year 2022-22 however too many disadvantaged and non-disadvantaged students still struggle to make progress with Reading compared to Spelling:

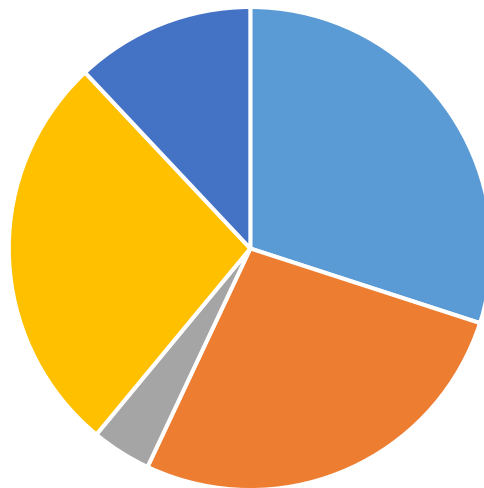


### Spelling intervention progress



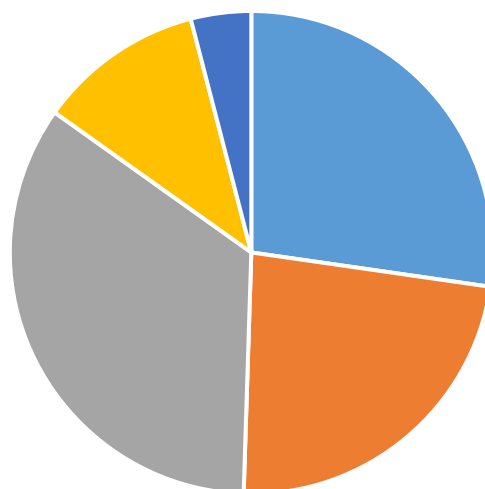
■ 0-6 months ■ 7-12 months ■ 13+ months ■ No change ■ Regressed

### Disadvantaged Reading intervention progress



■ 0-6 months ■ 7-12 months ■ 13+ months ■ No change ■ Regressed

### Disadvantaged Spelling intervention progress



■ 0-6 months ■ 7-12 months ■ 13+ months ■ No change ■ Regressed

### **Partnerships with other schools and how we managed transitions (for September 2022 start):**

We have worked with a number of schools in the area in the following ways:

- ✓ Transition meetings to share information from year 6 to year 7 and from year 11 to Post-16
- ✓ Enhanced transition visits for groups of vulnerable students alongside whole cohort transition day; on-going bespoke DSEN tours and Open Events
- ✓ Individual Parent/ guardian and SENCo/ Assistant SENCo meetings for learners joining the college with EHCPs or high needs
- ✓ CSW support and guidance in terms of selecting appropriate courses and to share their knowledge with learners and parent/ guardian for Post-16 pathways
- ✓ Attending EHCP reviews and TAC meetings for year 5 and 6 learners before transition (where invited)

Learners who joined our college in September 2021 (in year 7) were supported as fully as possible. We did this by offering a quiet, smaller space at social time and support for homework after college (or additionally at lunchtime for those with DSEN). ALCs accompanied year 7 classes for the first two weeks and we offered a 'horizontal' tutoring system.

Learners making decisions about their Key Stage 4 subjects were supported through a structured 'Preferences' system including additional support and guidance for those on the RON. For some learners on the RON, it was possible to follow a reduced number of options in order to build-in time for their different and/or additional provision and intervention- sometimes using the CoPE course to facilitate this. Additionally, we undertook Exam Access Arrangement assessments.

We worked with Sixth Form staff and CSW to ensure that learners were prepared for transition to our 6<sup>th</sup> Form College, further education, higher education or training. We did this through: Year 11 Interviews and mock interviews, PSHEE programme, taster sessions, Induction Programme, career's materials and resources; and NEETS meetings. CSW offered some highly bespoke support for a very small number of students with some significant Post-16 transition needs. Additionally, for students on our RON, CSW supported our learners through the EHCP and Child in Care system: where parents/ guardians were also involved.



### **Ongoing development:**

We worked hard to evaluate and improve our provision over the course of the year- despite the challenges- but we have struggled to recruit ALCs to our team in time for September 2022. Our DSEN cohort continues to grow, year on year, as does our ASC cohort. We continue to recognise the 'hidden' challenges in the classroom with regards to Speech and Language difficulties and feel we are responding to that through high quality screening programmes and the on-going development of our Language Link interventions: and through the roll-out of that intervention programme via more of our Assistant Learning Coaches.

### **Our complaints procedure:**

Anyone wishing to make a complaint with regard to DSEN support and provision should contact: [info@nacollege.devon.sch.uk](mailto:info@nacollege.devon.sch.uk) or contact the SENDCo directly: [schapman@nacollege.devon.sch.uk](mailto:schapman@nacollege.devon.sch.uk)

### **Other relevant information and documents:**

Designated Safeguarding Lead at Newton Abbot College: Laura Pearl: [lpearl@nacollege.devon.sch.uk](mailto:lpearl@nacollege.devon.sch.uk)

Designated Teacher for Children in Care at Newton Abbot College: Sam Groves:  
[sgroves@nacollege.devon.sch.uk](mailto:sgroves@nacollege.devon.sch.uk)

The Local Authority's Offer can be found at:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

Accessibility Plan: <https://www.nacollege.devon.sch.uk/assets/uploads/pdf/NAC-Accessibility-Policy-August-2020-24.pdf>

The College Improvement Plan

Our DSEN Policy and School Offer (our contribution to the Local Offer) can be accessed on our website

Details about our curriculum, including how it is made accessible to learners with DSEN, can be found via the Accessibility Plan and on our website

Details of how we keep children/young people safe can be found in our Safeguarding Policy and can be viewed on the school website

Our DSEN Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014

The Governing Body to ratify this DSEN Information Report in November 2022